

Dapto High School

**Peer Support
2007**

**Student Learning
Guide**

Outline – Day One

Session 1 – (Period One)

- Welcome
- Intro
- Similarities and Differences
- Expectations
- Communication

Session 2 – (Period Two)

- Empathy
- Group Agreements

Session 3 – (Period Three)

- Decision Making
- Problem Solving

Session 4 – (Period Four)

- Training for Student Presentations
- Students present Session 4

Session 5 – (Period Five)

- Students present Session 5
- Reflection

Outline – Day Two

Session 1 – (Period One)

- Review
- Peer Support Structure
- Leadership

Session 2 – (Period Two)

- Assertiveness
- Facilitation
- Instruction Giving

Session 3 – (Period Three)

- Group Management
- (if time: Life Skills and Qualities)

Session 4 – (Period Four)

- Students present Session 4
- Students start to present Session 4/5

Session 5 – (Period Five)

- Students present Session 5
- Concluding Activities
 - Acknowledging others
 - Evaluation
 - Students complete preference sheets

What's Peer Support all about?

As you work with the students in your group, they will begin to:

- ❖ share their knowledge, understanding and experiences of school
- ❖ take action for self development
- ❖ learn that they can solve problems together
- ❖ understand how others feel and value their differing opinions
- ❖ develop and contribute to support networks
- ❖ identify positive outcomes in different situations
- ❖ support others and be a positive role model

Who's in each group?

Two Peer leaders (usually Year 10 Students) will work with each group. Your Peer group will have 5-6 Year 7 students.

As your group works through the program, a teacher will support you by conducting a briefing session to help you prepare.

When do the groups meet?

You will be given a timetable of how the sessions will be run. It is important that both you and your group know when and where you will be meeting for each session.

How does Peer Support work?

What happens before the sessions? (Briefing)

A briefing session for Peer leaders takes place before each session. During the briefing time, with your peers and teachers you will:

- ❖ gain an understanding of the purpose and key ideas explored in the session
- ❖ work out how to run the activities
- ❖ practise activities and techniques
- ❖ prepare your resources for the session
- ❖ work on your leadership and group management skills
- ❖ work on your leadership and group management skills

How to use the session notes

- ❖ The session notes are designed to help you easily lead the lessons
- ❖ They are set out with activities outlined on the right hand side of each page and suggestions and ideas to help you on the left
- ❖ The worksheets for the sessions will need to be photocopied for the group to use (see your facilitating teacher)

What happens during the sessions?

In working through the sessions students will:

- ❖ get to know each other
- ❖ have fun joining in relevant and challenging activities
- ❖ learn from each other and the Peer leaders

What does a Peer Leader do?

You might be surprised to learn that the most important part of your role as a Peer leader is not to lead sessions. It is to help the students in your group feel welcome, secure and valued – to feel that they belong.

To be successful in this you need to:

- ❖ know everyone's name and something about them
- ❖ think about how you like to be treated and treat the students in your group that way
- ❖ include everyone in all activities and discussions, so they feel comfortable and part of the group
- ❖ explain clearly what students need to do, how to do it and why
- ❖ listen to students in your group
- ❖ encourage the students in your group to join in
- ❖ be firm in making sure that students don't get in the way of others learning or joining in
- ❖ ask for help when you or the group needs it
- ❖ recognise and acknowledge strengths and achievements
- ❖ be a positive role model

To help you in your role as an effective Peer leader, make sure that you:

- ❖ read and prepare sessions
- ❖ attend all briefing/debriefing sessions with your coordinating or facilitating teacher
- ❖ prepare and collect all necessary resources before the session
- ❖ plan extra activities you think might help your students practise skills being covered in the sessions – you can talk about this during the briefing/debriefing sessions

Managing your Peer Support group

Managing your group effectively means making sure that everyone can work well together. Peer leaders need to work with their supervising teachers to ensure that they're managing their groups effectively. The briefing and debriefing before and after the sessions will give you opportunities to share your ideas and come up with strategies to address problems.

Some useful group management strategies include helping students to:

form a group

- ❖ welcome everyone and include them in the group
- ❖ make room for all
- ❖ see that everyone is seated on the same level so that they can see each other
- ❖ ensure that the environment is comfortable (eg not too hot or cold)
- ❖ give everyone something to do
- ❖ ensure students get to work with different members of the group
- ❖ stay with your own group and help them as they complete an activity, but don't do it for them
- ❖ be careful that your group is not disrupting other groups

get on task and stay on task

- ❖ explain things clearly and lead discussions using language that all students understand (coordinating/supervising teachers can help with this)
- ❖ involve everybody in all activities
- ❖ be supportive and don't make judgements about students' beliefs
- ❖ give students positive feedback

communicate effectively

- ❖ make eye contact with everyone and encourage others do the same
- ❖ smile and be friendly
- ❖ see that students don't interrupt each other or stop someone in the group from having their turn
- ❖ listen actively when someone has something to share and encourage others to do the same
- ❖ speak to be heard but not too loudly
- ❖ use students' names
- ❖ be positive towards everybody and ask others to do the same

solve any problems

- ❖ help suggest possible solutions to the problem
- ❖ consider the consequences of a solution for all members of the group and make a decision that is in everyone's best interests
- ❖ remind the students of the agreement from the first session
- ❖ ask for help from the supervising teacher if your group needs it

sort out differences

- ❖ stay objective – don't take sides
- ❖ use 'I' statements, not 'you' statements and encourage others to do the same
- ❖ listen and see the problem from both sides
- ❖ encourage everyone to see the problem from the other person's point of view
- ❖ work together to solve problems
- ❖ ask for help from the supervising teacher when you need it

What do you do if ...?

No matter how well prepared you are, things may not always go to plan. You may find your co-leader is away unexpectedly, the activities don't run to time, or someone in the group is having a bad day. Whatever the situation, it's always good to know that there is support available from your teachers, other Peer leaders and the students in the group.

It's important to include others in helping work out strategies for dealing with issues. Involving students in some problems can be useful, but you need to ensure this isn't taking up all of the time. Students need to feel they're contributing. Using briefing and debriefing time to discuss issues will help you.

Here are some suggestions you may find helpful in facilitating your group.

What do you do if your co-leader is away or some members of the group are away?

- ❖ lead the session by yourself
- ❖ ask a trained Peer leader who does not have a group to help out
- ❖ ask one of the students in your group who has shown enthusiasm to help out
- ❖ join with another group (only do this if your numbers are so low that you cannot complete the activities – too big a group can have its problems also)

What do you do if you get through the session too quickly?

- ❖ have some ideas already prepared to extend activities or ask additional questions for discussion related to the activities
- ❖ ask students how they can connect previous sessions to what they are learning today

What do you do if you don't finish the session?

- ❖ it is not necessary to complete all activities in the session
- ❖ simplify some of the activities but do not leave out the debriefing questions.

What do you do if someone in your group is being disruptive?

- ❖ remind the student of the group agreements from the first session
- ❖ ask them to stop doing whatever is disrupting the group
- ❖ try to give them a particular role that they would be interested in during the activities
- ❖ ask your supervising teacher for help

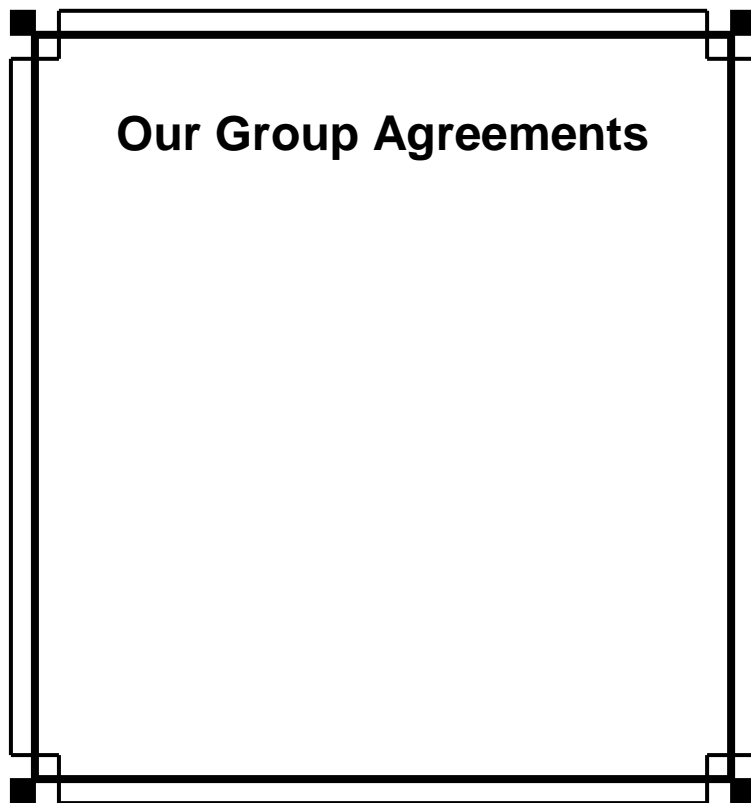
Recognising Similarities and Differences

| | | | |
|---------------------------------------|--|--------------------------------------|---|
| Likes the same music as you... | Plays a different sport to you... | Travels in the same way to school... | Speaks another language... |
| Enjoys the same leisure activities... | Likes different TV shows to you... | Has been to a concert recently... | Has the same numbers of brothers and sisters... |
| Has a part time job... | Saw a movie/video last week... | Has been 'in love'... | Has sent a text message this week... |
| Has been overseas... | Lives in a different suburb... | Likes the same chocolate bar... | Went to a different primary school... |
| Has a smaller foot... | Was a peer support leader in Year 6... | Shares a room... | Can cook... |

| | |
|--|--|
| What do you need to be a successful Peer Support leader? | What do you expect from the 2 days training? |
|--|--|

Group Agreements

| What assists groups? | What makes it difficult? |
|----------------------|--------------------------|
| | |



Our Group Agreements

Decision Making

The students involved are in Year 10.

Lavender and Rock have been going out for several months. The formal is in a few weeks and they have an arguments about sharing the costs of a limousine.

Lavender talks to her friends, Rainbow and Sunset, about the argument and how unreasonable Rock has been. Lavender as decided to make Rock jealous and is encouraged by Sunset. Lavender asks Thunder to go to the formal with her. Thunder has liked Lavender since Year 9 and eagerly accepts her invitation.

Rainbow doesn't think this is fair and tells Rock. However, she add to the Story that Thunder is in love with Lavender.

Rock is angry and goes to thunder to confront him about stealing Lavender from him and ends up punching him.

Lavender is standing nearby watching this and likes that fact that two boys are fighting over her.

1. Rank the characters from 1-5, starting with the worst behaviour. Give reasons to support your decision.
2. In groups, come to an agreement and rank the characters' behaviour after sharing your individual decisions.

| Individual ranking: | Why? | Group ranking: | Why? |
|---------------------|------|----------------|------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

Problem Solving

A: A student keeps disrupting the group because they are bored and they think they've done this before.

What can I do?

- _____
- _____
- _____
- _____



B: A student keeps challenging you because they were a leader in Year 6.

What can I do?

- _____
- _____
- _____
- _____



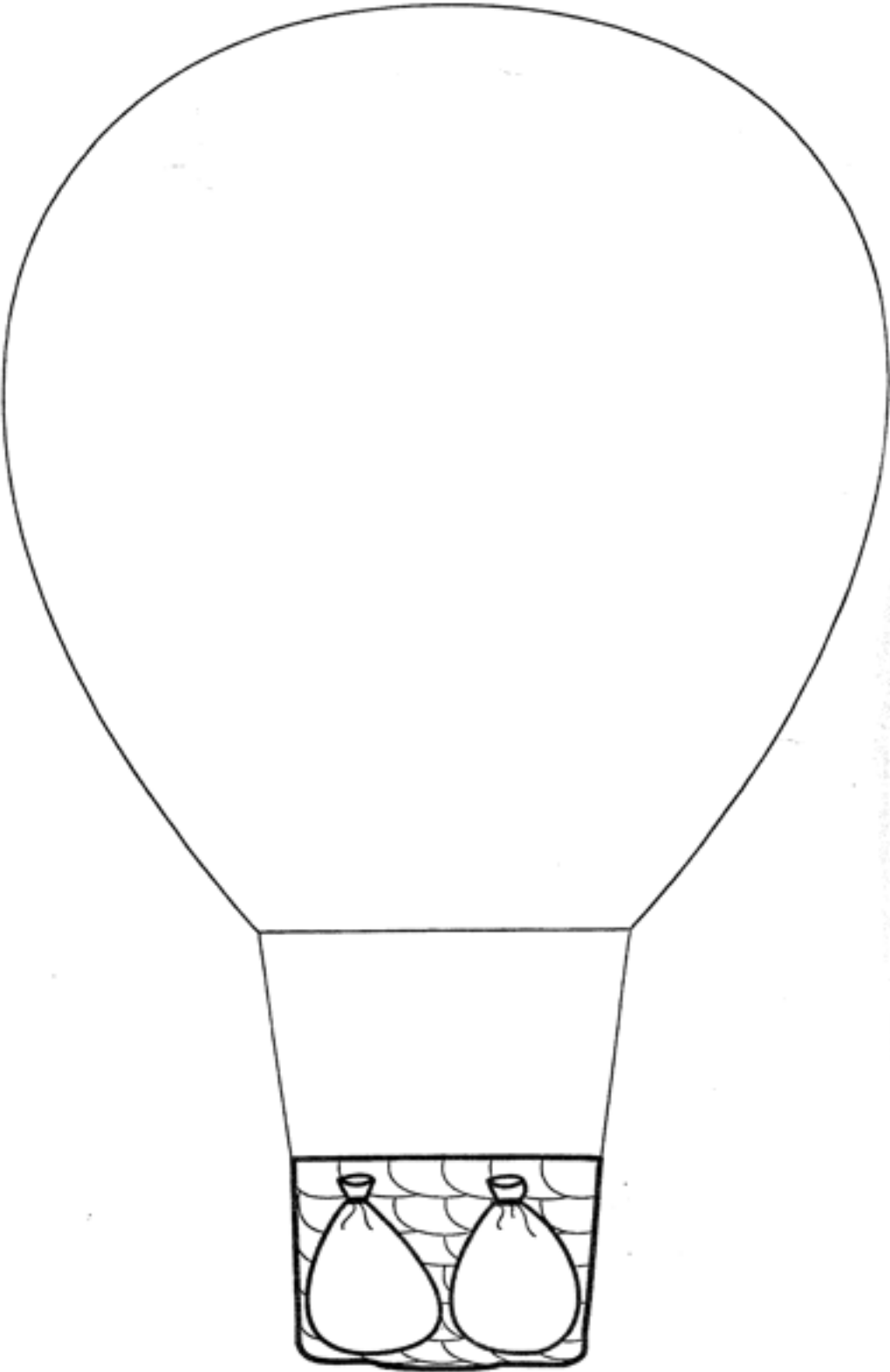
C: A student keeps excluding themselves from the group

What can I do?

- _____
- _____
- _____
- _____



Reflection



Leadership Characteristics

Leadership is not about acting out a role. It is about using your skills and behaviour to guide, support and serve a group to achieve a common goal.

Focus on your leadership ✓

- ☆ builds trust
- ☆ gives lots of feedback
- ☆ asks questions
- ☆ has integrity
- ☆ is honest
- ☆ communicates well
- ☆ listens to others
- ☆ includes all students in the group
- ☆ explains things clearly
- ☆ attends briefing/debriefing sessions
- ☆ is flexible
- ☆ is organised
- ☆ able to make decisions
- ☆ accepts responsibility
- ☆ is confident
- ☆ good time management
- ☆ develops teamwork
- ☆ has a positive attitude
- ☆ able to solve problems
- ☆ respects others
- ☆ can negotiate with others
- ☆ makes group feel welcome
- ☆ supports other people
- ☆ maintains eye contact
- ☆ asks for help
- ☆ can plan ahead
- ☆ acknowledges others
- ☆ encourages others

Areas I need to plan to work on to improve my leadership:

- _____
- _____
- _____
- _____

Assertiveness is being able to speak one's mind honestly while considering the rights of others. Assertiveness leads to open, positive relationships and increases feelings of self worth.

Facilitation

Facilitation helps the group work easily together and encourages students to participate. It is about getting the group towards a common goal. An effective facilitator keeps the group cohesive, successful and helps create a comfortable, safe group dynamic.

Effective facilitators display assertive leadership characteristics

Closed questions: _____

Open questions: _____

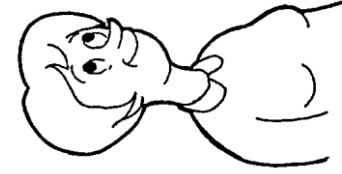
Group Management

A: _____



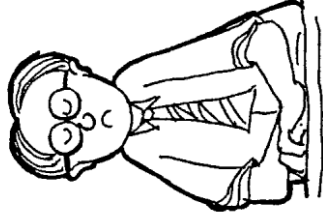
- talks a lot
- always has something to say
- not always on the topic

B: _____



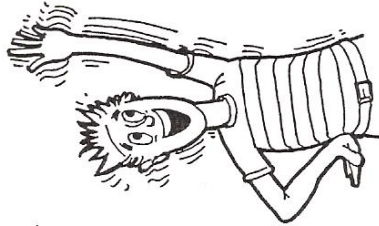
- quiet, shy
- keen to please, polite

C: _____



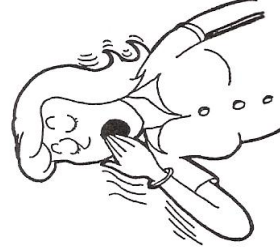
- smart, smug
- I know this

D: _____



- knows it all
- eager to please
- interrupts

E: _____



- been there, done that
- not interested
- easily bored

F: _____



- sense of humour
- fools around
- tells jokes

Group Strategies

| Ornaginsation | Facilitation | Involving the group | What can the supervising teacher do to help? |
|--|--|---|---|
| <ul style="list-style-type: none"> ◆ ask questions at briefing session ◆ talk to co leader session | <ul style="list-style-type: none"> ◆ remember group agreements ◆ it's OK not to have all the answers | <ul style="list-style-type: none"> ◆ positive statements ◆ encourage others | <ul style="list-style-type: none"> ◆ join in ◆ help with activities |
| ◆ | ◆ | ◆ | ◆ |
| ◆ | ◆ | ◆ | ◆ |
| ◆ | ◆ | ◆ | ◆ |
| ◆ | ◆ | ◆ | ◆ |
| ◆ | ◆ | ◆ | ◆ |
| ◆ | ◆ | ◆ | ◆ |
| ◆ | ◆ | ◆ | ◆ |
| ◆ | ◆ | ◆ | ◆ |

Skills and Qualities

Skills I have...

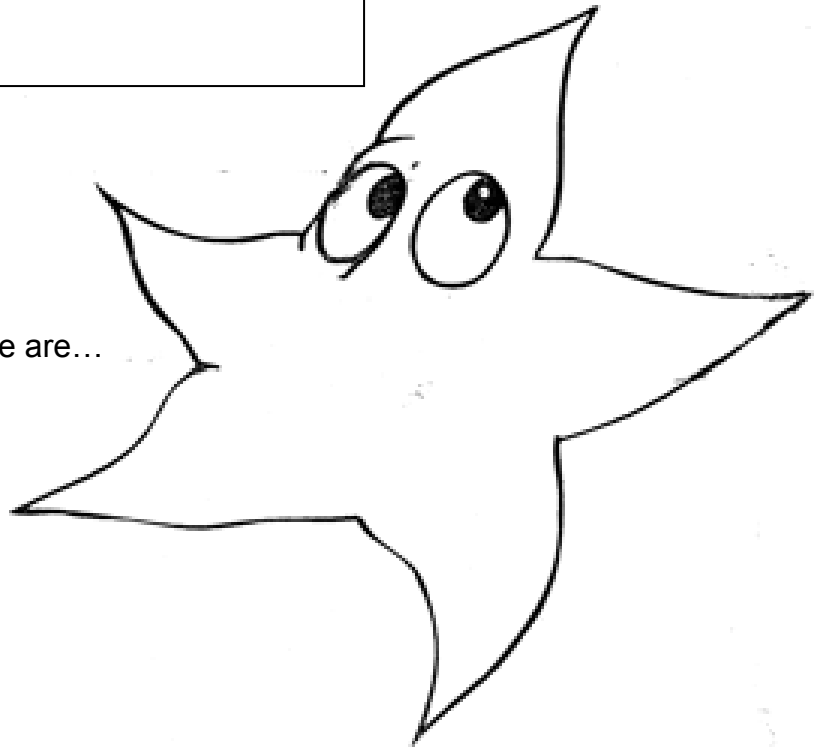


My Group

Skills

Qualities

Qualities I have are...



Day 1

Session 4 – Student Presentations

| | | Name of Student |
|--------------|---------------------------|-----------------|
| Introduction | • Card Activity | |
| Content A | • Important People Part 1 | |
| Content B | • Important People Part 2 | |
| Conclusion | • Elephants | |

INTRODUCTION

Activity: Name Card Activity (10-12 mins)

Aim: To re-introduce each member to the group, learn four new things about that person and feel more comfortable in the group.

Material Required: Cardboard, pen
In the centre of a small piece of cardboard, each member of the group is to write their first name.

In the nominated corner they have to write the following: (Pause between each statement to give people time to write their response.)

1. In the right hand top corner write your favourite food
2. In the right hand bottom corner write your favourite ban or style of music
3. In the left hand top corner write your favourite television program
4. In the left hand bottom corner write where you would most like to go on holidays.

Ask all group member to hold their cards in front of themselves and then move around the group so that others can see their cards, and tick those responses in common or that they agree with. Share and discuss until all members have talked together. Return to seats and ask each group member to mention the item on their card that received the most ticks.

RISK LEVEL: HIGH MEDIUM LOW

CONTENT A

Activity: Important People Part 1 (15-20 mins)

Aim: To become award of the contact people for Year 7 students

Material Required: Student booklets (Activity Sheet 4), scenario cards

- Explain to group members that there are a number of people in the school that can help Year 7 students
- Read through the student booklets filling in the name and room for each of the contact people
- Mark onto school map where each of these people can be found
- Hand out scenario cards to group. Take in turns to read the card aloud. As a group discuss who would help with this
- Group members write number the appropriate teacher what they can help Year 7 students with

CONTENT B

Activity: Important People Part 2 (15-20 mins)

Aim: To become aware of the role of executive teachers in the school

Materials Required: Student booklets: Activity Sheet 5

- Leaders read through who each of the executive teachers are that look after Year 7. Explain that Executive teachers are a group who are responsible for the running of the whole school.
- As a whole group read through and discuss the answers to each of the questions on Activity Sheet 5

CONCLUSION

Activity: Elephants

Aim: To get the group up and moving

Students mingle, Leader says “Elephants” and students form pairs. Leaders then names a low risk body-part eg thumbs, elbows, shoulders, knees, soles of feet, and the pair must make contact with their partner touching the named body part.

Students mingle again, Leader says “Elephants” and then repeat the process with a different body part.

RISK LEVEL: HIGH MEDIUM LOW

IMPORTANT PEOPLE TO HELP ME

| YEAR ADVISOR |
|--|
| |

Name: _____

Room: _____

I am here to help students with
Day to day school issues

| CLASS TEACHER |
|--|
| |

We are here to look after
students in our classroom and
help them learn

| SUPERVISOR OF GIRLS |
|--|
| |

Name: _____

Room: _____

I am here to look after the
special needs of girls

OTHER IMPORTANT PEOPLE TO HELP ME

| HEAD TEACHERS |
|--|
| |

Name: _____

I am here to help students if they are not coping in a subject

| DEPUTY PRINCIPAL |
|--|
| |

Name: _____

I am here to help students settle into high school and make sure they are doing their best in all classes

| HEAD TEACHER WELFARE |
|--|
| |

Name: _____

I am here to organise programs that look after student welfare and make sure people feel happy and safe at school

WHO WOULD HELP YOU IN THESE SITUATIONS?

1. I have been unable to settle down and work in my Maths class _____
2. I am having trouble paying for the Year 7 camp _____
3. I am having trouble settling down in all of my classes _____
4. I have got a faculty merit in History _____
5. I know that something bad is happening before or after school _____
6. I am being harassed in class _____
7. I have seen people being harassed in the playground _____
8. I am going to go up a level at the Merit Assembly _____
9. Whenever I am in doubt I should always see _____ for classroom issues and _____ for all other issues

Day 1

Session 5 – Student Presentations

| | | Name of Student |
|--------------|-------------------------|-----------------|
| Introduction | • My Name is | |
| Content A | • Merit System | |
| Content B | • Levels of Recognition | |
| Conclusion | • ESP | |

INTRODUCTION

Activity: “My Name Is.....” (10-12 mins)

Aim: To reinforce group member names and provide an ice-breaking activity to start the session

Material Required: NIL

Starting with one person and going around the group one at a time, each person is to state their own name and one item they purchased at the shop.

For example: My name is Kelly and I went to the shop and bought a green dress.

The next person is to start again, state their own name, repeat all items purchased and add one of their own.

RISK LEVEL: HIGH MEDIUM LOW

CONTENT A

Activity: The Merit System (15 mins)

Aim: To help the Year 7 students become familiar with and understand how the Merit system works

Materials Required: Set of five category sheets –

| | | |
|-------------------|---|--------|
| Faculty | - | red |
| Community Service | - | yellow |
| Culture | - | orange |
| Leadership | - | green |
| Sport | - | blue |

Set of 20 merit card in envelope

Leader is to explain to group that teachers will hand out merit cards for a variety of reasons. For example: classwork, assignment work, coming 1st in test, entering competitions, going in school performances, being helpful, debating, library assistance.

NOTE: Inform the group (Year 7) that they will have to achieve 5 small merits for a subject before they can get a Faculty for that subject.

Also there will be a merit Assembly at the end of each term where Achievement Certificates are presented.

Students are to place merit cards in the correct categories

1. Deal out the 20 merit cards to the students
2. In turns, students are to place merit card on top of correct category
3. Leader is to check, using answer sheet, that each merit is in correct category
4. Leader is to encourage discussion and ask students to think of other ways to obtain merit cards in each category
5. Discuss ways to look after your merit cards and what to do with them when you have got 5

CONTENT B

Activity: Levels of Recognition

Aim: To reinforce Levels of Recognition and give Year 7 students an opportunity to aim towards a positive level

Materials Required: Activity Sheet 6

Ask students to turn to Activity Sheet 6 in their books.

Leader is to read out each Case Study and discuss each one (5 mins discussion for each case study)

CONCLUSION

Activity: ESP

Aim: To energise the groups

Materials Required: NIL

Leader acts out the following

- ballet dancer
- lion
- cowboy/girl
(include noise)

Ask students to form groups of 3 and stand back to back, very still and quiet.

Leader asks students to choose one of the characters but not let the other two people in the group know their choice.

Leader asks the students to take one step out from the group.

Leader asks students to concentrate sending ESP messages to the other two people in their group. These messages would be their choice of character.

When the leader counts to three the students turn around, face the other two group members and act out their choice of character.

Congratulate the groups that have all three group members acting out the same character.

Repeat activity several times.

RISK LEVEL: HIGH MEDIUM LOW

LEVELS OF RECOGNITION

| You have been Placed on this Level Because: | When you are on this Level: |
|--|---|
| District Superintendent's Award | |
| Level 1 <ul style="list-style-type: none"> • You have demonstrated your capacity as an exemplary student of Dapto High School worthy of highest recognition • You have demonstrated outstanding achievement in at least three of the five merit categories (Year 12 only are eligible) | <ul style="list-style-type: none"> • You will be publicly presented with a Level 1 Certificate (District Superintendent's Award), a Gold Medal and a Dapto High School Folio by the District Superintendent at the Annual Award Day ceremony • Your name will be added to the Honour Board • Photocopy and Canteen vouchers (\$10 each) |
| Phoenix Award | |
| Level 2 <ul style="list-style-type: none"> • You have conducted you own student responsibilities with dedication and your interactions with others in the school are exemplary • You have demonstrated outstanding achievement in at least two of the five merit categories | <ul style="list-style-type: none"> • You will be presented with a Level 2 Certificate (Phoenix Award), and a Silver Medal by the Principal at your Term Merit Assembly • Photocopy and Canteen Couchers (\$5 each) |
| Principal's Award | |
| Level 3 <ul style="list-style-type: none"> • You have conducted you own student responsibilities with dedication and your interactions with others in the school in a most commendable way • You have demonstrated outstanding achievement in at least one of the five merit categories, and sustained achievement in three or more other merit categories | <ul style="list-style-type: none"> • You will be publicly presented with a Level 3 Certificate (Principals Award) and a Bronze Medal by the Principal at the Term Merit Assembly • Photocopy and Canteen vouchers (\$3 each) |
| Year Adviser's Award | |
| Level 4 <ul style="list-style-type: none"> • You have continued to be cooperative and responsible with teachers and students and to respect the rights of others in the school • You have demonstrated sustained achievement in more than one of the five merit categories (or faculties) | <ul style="list-style-type: none"> • You will be publicly presented with a Level 4 Certificate (Year Adviser's Award) by your Year Adviser at the Term Merit Assembly • Internet usage at recess • Photocopy and Canteen vouchers (\$2 each) |
| Achievement Award | |
| Level 5 <ul style="list-style-type: none"> • You have been cooperative and responsible with teachers and students and respected the rights of others in the school • You have demonstrated sustained achievement in one of the five merit categories | <ul style="list-style-type: none"> • You will be publicly presented with a Level 5 Certificate (Achievement Award) by your Year Adviser at the Term Merit Assembly • First choice of sport options • Photocopy and Canteen vouchers (\$1 each) |
| Base Level | |
| <ul style="list-style-type: none"> • Everyone starts here! • You are cooperative with teachers and students • You are "doing the job of a student" | You will enjoy all the Dapto High School privileges including: <ul style="list-style-type: none"> • representing the school • participation in carnivals • day and overnight excursions and camps, work experience • social activities • drama and musical performances |

Case Study 1:

Kelly is in Year 7. She has earned an English Faculty Award.

1. What level is she eligible to go on?
2. What is this Award called?

Case Study 2:

Jeremy is in Year 8. He is on Level 5, the Achievement Award.

1. What are some ways that he could get to Level 4?
2. Who makes the decision about this level?

Case Study 3:

Bob has achieved two Science Faculty and one Mathematics Faculty Awards. He also has earned a Sports Award

1. What level is he eligible for?
2. What is this Award called?

Day 2

Session 4 – Student Presentations

| | | Name of Student |
|--------------|--------------------------------|-----------------|
| Introduction | • Partner Introduction | |
| Content A | • Levels of Improvement Part 1 | |
| Content B | • Levels of Improvement Part 2 | |
| Conclusion | • Funny Bone Colours | |

INTRODUCTION

Activity: Partner Introduction (5 mins)

Aim: For the group to get to know each other better

Material Required: NIL

Divide the group up into pair. Each pair is to go off and have a conversation to learn at least four more things about each other.

eg How many brothers and sisters do you have?
 What are your hobbies
 What do you like to do on the weekend?

Return to the group and each person in the pairs has to introduce their partner and tell the rest of the group what they learnt about their partner.

RISK LEVEL: HIGH MEDIUM LOW

CONTENT A

Activity: Levels of Improvement Part 1 (15 mins)

Aim: For Year 7 students to be aware of how the current Dapto High School discipline system works and how to avoid receiving a level of improvement.

Material Required: White Slip Scenario's, Activity Sheet 7

Show group a white slip

Explain the Levels of Improvement to students looking at Activity Sheet 7 in their books.

Questions 1: What level do you get if you fail to complete your student work?
 2: What level do you get if you harass someone for the first time?
 3: At what level are your parents first contacted?

Divide the group into pairs and give each pair a scenario on a white slip.

Ask each pair to discuss white slip given to them and decide upon an appropriate level (5 mins)

Ask each pair to present their white slip and determined level.

CONTENT B

Activity: Levels Improvement Part 2

Materials Required: Activity Sheet 8

Leader to ask each student to turn to Level Sheet Activity Sheet 8.

- (a) Calculate how many weeks it will take Donald Duck to reach base level?
- (b) What do you think Kenny South could have been done to be placed on Level 7?
How many weeks will it take him to reach base level?
- (c) What are the consequences for Cat Dog being on Level 10
- (d) Name all the students whose parents will be contracted

CONCLUSION

Activity: Funny Bone colours

Aim: To energise the groups

Materials Required: NIL

Leader says a colour and students must place their elbow(s) on something that colour..

Leader says another colour and students place their elbow(s) on something that colour.

Continue several times

RISK LEVEL: HIGH MEDIUM LOW

LEVELS OF IMPROVEMENT

| You have been Placed on this Level Because: | When you are on this Level: |
|---|---|
| <p>Level 6 One or more of your teachers is concerned about you. They feel that you are not cooperating Perhaps you are doing one or more of the following:</p> <ul style="list-style-type: none"> • not getting work finished at school or at home • disrupting the class – stopping others from working • being rude to your teachers and/or others • behaving inappropriately and/or unsafely • teasing and/or bullying <p>To Return to Level 5: change the inappropriate behaviour <u>and</u> complete any consequences</p> | <p>Your Student Adviser will talk to you about this. Your parents will be contacted. You may have consequences such as detention. If you don't know what to do you should:</p> <ul style="list-style-type: none"> • get advice from parents, trusted adults and friends • talk with your teacher, Year Adviser or Counsellor • look at what happened to people on Level 7 <p>Loss of privilege: <u>none – this is a warning level</u></p> |
| <p>Level 7 You are doing (or continuing with) one or more of the following:</p> <ul style="list-style-type: none"> • not getting work finished at school or at home • disrupting the class – stopping others from working • being rude to your teachers and/or others • behaving inappropriately and/or unsafely • teasing and/or bullying <p>To Return to Level 6: change the inappropriate behaviour <u>and</u> complete any consequences</p> | <p>Your Student Adviser will talk to you about this. Your parents will be contacted. You may be referred to School Counsellor, Head Teacher or Deputy Principal. You will have consequences such as detention Your behaviour will be monitored and you may be placed on a Daily Report Loss of privilege: <u>no day excursions</u></p> |
| <p>Level 8 You are continuing with one or more of the behaviours which caused earlier concerns, and/or You are seriously infringing the rights of other people in the school, and/or Your behaviour is having a serious effect on your education and/or the education of others</p> <p>To Return to Level 7: change the inappropriate behaviour <u>and</u> complete any consequences</p> | <p>Your Student Adviser will talk to you about this. Your parents will be contacted and may need to meet with teachers about the concerns. You will be referred to School Counsellor, Head Teacher or Deputy Principal. You will have consequences such as detention Your behaviour will be monitored and you may be placed on a Daily Report Loss of privilege: <u>no excursions of any type</u></p> |
| <p>Level 9 You are continuing with one or more of the behaviours which caused earlier concerns, You are seriously infringing the rights of other people in the school, and/or Your behaviour is having a serious effect on your education and/or You have chosen not to take responsibility for your actions</p> <p>To Return to Level 8: successful outcomes of interviews, satisfactory daily reports <u>and</u> complete any consequences</p> | <p>Your parents will be required to come to the school to meet with the Deputy Principal and/or Principal. You will need to have interviews with one or more of the following people – School Counsellor, Head Teacher, Deputy Principal or Principal. You will have consequences such as detention or possible isolation from classes. You will be placed on a Daily Report Loss of privilege: <u>no excursions</u> <u>no extra-curricular activities</u> <u>no school representation</u></p> |
| <p>Level 10 You have been involved in one or more of the following:</p> <ul style="list-style-type: none"> • being persistently disobedient, including harassment and abuse of others • possession of a suspected drug • violence or threats of serious physical violence • possession of weapon/using instrument as a weapon • criminal behaviour <p>To Return to Level 9: successful outcomes of interviews, satisfactory daily reports <u>and</u> complete any consequences</p> | <p>You will be suspended from school. (The Principal may recommend your expulsion) Your parents will be required to come to school to meet with the Deputy Principal and/or Principal. You will need to have interviews with one or more of the following people – School Counsellor, Head Teacher, Deputy Principal or Principal. You will have consequences such as community service, detention or possible isolation from classes. You will be placed on a Daily Report Loss of privilege: <u>no excursions</u> <u>no extra-curricular activities</u> <u>no school representation</u></p> |

LEVEL SHEET

| | | LEVELS OF IMPROVEMENT | | | WEEK | BEGINNING 21.02.00 | |
|-------------|----------|-------------------------|-------------------------|-------------------------|------------|--------------------|----------|
| | | YEAR 7 | YEAR 8 | YEAR 9 | YEAR 10 | YEAR 11 | YEAR 12 |
| | | MRS STEWART MR GREEN | MRS SMITH MR HORSLEY | MRS MORAN MR BATEMAN | MR SEYMOUR | MR ROBSON | MRS DRON |
| SECOND WEEK | LEVEL 6 | | | | | | |
| FIRST WEEK | | D DUCK | | | M MOUSE | | |
| SECOND WEEK | LEVEL 7 | | | KYLE PARK | | | |
| FIRST WEEK | | | | | | KENNY SOUTH | |
| SECOND WEEK | LEVEL 8 | | | | | | |
| FIRST WEEK | | | | C KENT | | | |
| SECOND WEEK | LEVEL 9 | | | | | | |
| FIRST WEEK | | | | | | | |
| SECOND WEEK | LEVEL 10 | | | | | | |
| FIRST WEEK | | | | | | CAT DOG | |

Day 2

Session 5 – Student Presentations

| | | Name of Student |
|--------------|---|-----------------|
| Introduction | • Two Truths and a Trick | |
| Content A | • Bully, Harass and Tease: what do they mean? | |
| Content B | • Harassment | |
| Conclusion | • Knots | |

INTRODUCTION

Activity: Two Truths and a Trick (5 mins)

Aim: To find out more about people in group

Material Required: “I like.....” cards

Give out “I like” cards and ask each student to fill in two things they like and one they dislike in any order (on their own- no discussion)

Group can then mingle and ask each other questions to work out their “trick” (the one they dislike)

CONTENT A

Activity: Bully, Harass and Tease: what do they mean?

Aim: To give students the language of bullying and a better understanding of it

- They need to have practice in using the words to tell what is happening to them and to give them clearer understanding of how bullying works
- They need to know that they are not alone in their fears and they need to practice in talking to others

Material Required: Student’s workbook

INSTRUCTIONS:

1. Read the meanings below of bully, harass and tease.
2. Write the definition that most clearly matches your own understanding of one of the words.
3. Read your definition to the group. Explain your choice.
4. Talk about: harassment, teasing and bullying. In what ways are they similar? In what ways are they different?
5. Add to the list of meaning for each word.

Dictionary Meanings

Bully *noun* **1.** a person who hurts, intimidates and persecutes weaker people

Harass *verb* **1.** to trouble or torment or confuse by persistent attacks or questions

Tease *verb* **1.** to annoy someone by offering with the intention of withdrawing the offer

2. to vex someone maliciously* or playfully

* malicious means with the intent to harm

Other meanings of bullying

Bullying is: name calling, put downs, threats, dirty looks, stealing or hiding someone’s possession, hitting, punching, starting rumours, racist or sexist remarks.

Add to these: _____

CONTENT B

| | |
|--------------------|---|
| Activity: | Harassment |
| Aim: | To become familiar with different forms of harassment |
| Material Required: | Harassment Card Set (24 harassment cards and Harassment and Not Harassment place cards) |

INSTRUCTIONS:

State that teasing, bullying and harassing are all forms of harassment.

- Dealing out Harassment cards to group evenly.
- The Leader is to place the “Harassment” and “Not Harassment” place-cards on the floor, in the middle of the group, about one metre apart
- Going around the group each student is to read out their card and then place it on either the “Harassment” and “Not Harassment” place-card. Ask if there is anyone in the group that agrees or disagrees after the placement of each card.

QUESTION:

How do you know when it is harassment?

CONCLUSION

| | |
|---------------------|---|
| Activity: | Knots (5 mins) |
| Aim: | To take part in an activity problem solving |
| Materials Required: | NIL |

Ask the group to stand and form a circle, place all hands in the middle of the circle. Each person is to take the hands of two other different people. The aim is to unravel the knot without letting go of any hands.

Bully, Harass, Tease: what do they mean?

Dictionary Meanings

Bully *noun* **1.** a person who hurts, intimidates and persecutes weaker people

Harass *verb* **1.** to trouble or torment or confuse by persistent attacks or questions

Tease *verb* **1.** to annoy someone by offering with the intention of withdrawing the offer
2. to vex someone maliciously* or playfully

* malicious means with the intent to harm

| |
|---|
| WRITE YOUR OWN DEFINITION. WHAT IS BULLYING? |
| |
| |
| |
| |
| |

Other examples of bullying

Bullying is: name calling, put downs, threats, dirty looks, stealing or hiding someone's possession, hitting, punching, starting rumours, racist or sexist remarks.

Add to these: _____

Day 2

Session 4/5 – Student Presentations

| | | Name of Student |
|--------------|---|-----------------|
| Introduction | • School Links | |
| Content A | • Standing up for Yourself Part 1 | |
| Content B | • Standing up for Yourself Part 2 | |
| Conclusion | • Group Discussion & Birthday, Circle and Massage | |

INTRODUCTION

Activity: School Links (5 mins)

Aim: To reinforce teachers names and where they are in the school

Material Required: NIL

Starting with one person and going around the group one at a time, each person is to state:

- a) their name
- b) who in the school they're going to see
- c) why

For example:

My name is Helen and I went to Ms Stewart's staffroom to get a timetable.

The next person is to start again. State their own name, repeat all previous statements and then add one.

CONTENT A

Activity: Standing up for Yourself Part 1

Aim: - To identify help-seeking behaviours
- To identify and practice assertive behaviours

If a student seems upset by this topic then follow up with a one-to-one conversation rather than in front of the class. Be prepared to refer to teacher.

Question: What does standing up for yourself look like?

1. Put the class into pairs. Explain that they are to try out some different tactics people use to get their own way so they can look to see what might be effective in certain situations.
2. Tell them the taller of the two is Person A and the shorter is Person B. Person B has been kicking Person A's chair from behind to deliberately annoy Person A. Upon the command, Person A is to tell Person B to stop, trying out a number of ways to do this. The group leader instructs Person A **how** to talk to Person B in each round. Each round is stoped and started by the Group Leader.
 - ❖ **Round 1**
A gets B to stop by HINTING
 - ❖ **Round 2**
A gets B to stop by PLEADING
 - ❖ **Round 3**
A gets B to stop by ORDERING them to
 - ❖ **Round 4**
A gets B to stop by REQUESTING loudly and firmly

Activity: Birthday Circle and Massage

Aim: To enhance non-verbal communication

Material Required: NIL

This is a non-verbal activity (students must not speak)

1. Students place themselves in a circle according to their birth date and month. A point in a circle is the person closest to the 1st January, standing next to that person is closest to 31st December.
2. When all students are in a circle ask students to state the date and month of birth.
3. If students are in the wrong place, they can move as birth dates are being said.
4. Ask students to turn so as they are facing the person on their right back. (90° to the right).
5. Ask students to place their hands on the person's shoulders and give a shoulder massage for one minute.
6. Ask students to turn 180° then reciprocate with a massage one minute.
7. Ask students to thank their masseurs.

Day 2
Session 5

ACTIVITY SHEET 10

Match the statements with HOW they are said

| <i>How they are said:</i> | <i>Statements</i> |
|---------------------------|---|
| HINTING | Please, please don't kick my chair, please don't hurt me? |
| PLEADING | I don't like my chair getting bumped Please don't do that |
| ORDERING | It really hurts my back when you kick my chair. I can't write properly, you always hurt me |
| REQUESTING | I don't like my chair getting bumped |
| HINTING | Please don't knock the back of my chair it is very annoying |
| WHINGING | If you don't stop kickcing th back of my chair, you won't be able to kick anything anymore because I would have kicked you so hard you wont be able to use your legs again! |
| THREATENING | I wish you wouldn't touch my chair |
| REQUESTING | Stop kicking my chair now! |

Day 2
Session 5

ACTIVITY SHEET 10

ANSWER SHEET

Match the statements with HOW they are said

| | |
|-------------|--|
| HINTING | I'd like it if my chair was not getting kicked |
| PLEADING | Please don't kick my chair, please don't hurt me? |
| ORDERING | Stop kicking my chair now! |
| REQUESTING | I'd like it if my chair was not getting kicked Stop kicking my chair now! It really hurts my back when you kick my chair, I can't write properly, you always hurt me |
| HINTING | If you don't stop kicking the back of my chair you won't be able to kick anything anymore because I would have kicked you so hard you wont be able to use your legs again. I'd like it if my chair was not getting kicked. |
| WHINGING | It really hurts my back when you kick my chair, I can't write properly, you always hurt me |
| THREATENING | If you don't stop kicking the back of my chair you wont be able to kick anything anymore because I would have kicked you so hard you wont be able to use your legs again. It really hurts my back when you kick my chair, I can't write properly, you always hurt me. |
| REQUESTING | Please don't do that |